




Republic of the Philippines  
**Department of Education**  
NATIONAL CAPITAL REGION



**REGIONAL MEMORANDUM**

No. 189 s. 2025

**TO : SCHOOLS DIVISION SUPERINTENDENTS**

**FROM :**   
**JOCELYN DR ANDAYA**  
Regional Director, NCR  
Concurrent Officer-in-Charge  
Office of the Assistant Secretary for Operations

**SUBJECT : CONSULTATION ON THE SENIOR HIGH SCHOOL PROGRAM  
TO IMPROVE LEARNING OUTCOMES**

**DATE :** February 27, 2025

1. This is in reference to the attached letter dated February 21, 2025, from Senator Sherwin T. Gatchalian regarding the above-captioned subject, to be held on March 4, 2025, from 10:00 AM to 3:00 PM at Lucrecia R. Kasilag Senior High School Bansalangin Street, Barangay Veterans Village, District I, Project 7, San Francisco del Monte, Quezon City for information and appropriate action.
2. Please refer to the attached sheet for the participant allotment per SDO. Kindly encode the list of participants using the link that will be provided to the senior high school focal persons.
3. The transportation of participants shall be charged against local funds subject to the usual accounting and auditing rules and regulations.
4. Immediate dissemination of this Memorandum is desired.



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SDO	Supervisors	Principals	Teachers who are part of the implementation of the SHS Program	Learners currently enrolled in the Academics Track under the SHS Program	Learners currently enrolled in the Technical-Vocational-Livelihood Track under the SHS Program	Parents of learners currently enrolled under the SHS Program	Parents of learners currently enrolled in Grade 10
Caloocan City	1	1	2	1	1	1	1
Las Pinas City	1	1	2	1	1	1	1
Makati City	1	1	2	1	1	1	1
Malabon City	1	1	2	1	1	1	1
Mandaluyong City	1	1	2	1	1	1	1
Manila	1	1	2	1	1	1	1
Mankina City	1	1	2	1	1	1	1
Muntinlupa City	1	1	2	1	1	1	1
Navotas City	1	1	1	2	1	1	1
Paranaque City	1	1	1	2	1	1	1
Pasay City	1	1	1	2	1	1	1
Pasig City	1	1	1	2	1	1	1
Quezon City	1	1	1	1	2	1	1
San Juan City	1	1	1	1	2	1	1
Taguig City and Pateros	1	1	1	1	2	1	1
Valenzuela City	1	1	1	1	2	1	1
<b>TOTAL</b>	<b>16</b>	<b>16</b>	<b>24</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>16</b>





## Senate of the Philippines

**Sherwin T. Gatchalian**  
Senator

February 21, 2025

**Dr. Jocelyn DR Andaya**  
**Assistant Secretary for Operations**  
**and Regional Director for the National Capital Region**  
**Department of Education**  
**Meralco Avenue, Pasig City**

Dear Asec. Andaya,

Good day.

I am writing as Chairperson of the Senate Committee on Basic Education to request for an on-the-ground consultation with school leaders, teachers, learners, and parents so we could listen and address their concerns, issues or perceptions on the current implementation of the Senior High School (SHS) Program under Republic Act No. 10533, or the "Enhanced Basic Education Act of 2013". The second part of the consultation will focus on a proposal to reform the SHS Program under House Bill No. 11213 ("An Act Providing Education Pathways for Basic Education Students, and Appropriating Funds Therefor") which was approved on Third Reading by the House of Representatives on January 28, 2025, to allow us to prepare for the public hearing(s) of the counterpart bill in the Senate.

The Committee is proposing to hold this consultation on March 4, 2025, Tuesday, from 10:00 am to 3:00 pm, preferably in a school within the National Capital Region (NCR).

The participants are requested to be composed of the following:

1. school leaders (supervisors, principals, or school heads) representing each of the 16 cities of the NCR;
2. teachers who are part of the implementation of the SHS Program, with at least one representative from each of the 16 cities of the NCR;
3. learners currently enrolled in the Academics Track under the SHS Program, with at least one representative from each of the 16 cities of the NCR;
4. learners currently enrolled in the Technical-Vocational-Livelihood Track under the SHS Program, with at least one representative from each of the 16 cities of the NCR;
5. parents of learners currently enrolled under the SHS Program, with at least one representative from each of the 16 cities of the NCR; and
6. parents of learners currently enrolled in Grade 10 with at least



## Senate of the Philippines

Sherwin T. Gatchalian  
Senator

The Committee will further coordinate with you for the flow of the consultation proper so we could jointly design the program.

Should you need additional information or any form of support for this requested undertaking, please do not hesitate to contact the Committee.

Thank you for heeding my request for indispensable and expert assistance.

Very truly yours,

  
WIN GATCHALIAN

# ON-THE-GROUND CONSULTATION

on March 04, 2025 at the National Capital Region

## Discussion Guide

### THE SENIOR HIGH SCHOOL PROGRAM

### RA 10533 and HBN 11213

Committee on Basic Education

Office of Sen. Win Gatchalian

#### SESSION 1 – PERSPECTIVES ON THE CURRENT SHS CURRICULUM

The first part of the session shall gather insights from participants regarding their concerns and perceptions on the current implementation of the Senior High School (SHS) Curriculum under Republic Act No. 10533.

##### Proposed Questions and Discussion Points

#### 1. Understanding the SHS Curriculum

- a. In your view, what is the main objective of the SHS Curriculum?
- b. Why do you think the government introduced two additional years of upper secondary education?

#### 2. Assessment of SHS Objectives

- a. Do you believe the SHS Program has successfully achieved its intended objectives? Why or why not?
- b. What significant challenges have you encountered that may have hindered the program's success? *(Can probe for specific issues related to curriculum design, teacher readiness, industry linkages, student preparedness, employability, and higher education readiness)*

#### 3. Recommendations for SHS Reform

- a. If you had the opportunity to reform the SHS Curriculum, what are the top 1 or 2 changes you would propose?

#### SESSION 2 – DISCUSSION ON PROPOSALS UNDER HBN 11213

The proposal to reform the SHS Program under House Bill No. (HBN) 11213 (*"An Act Providing Education Pathways for Basic Education Students, and Appropriating Funds Therefor*) shall be introduced to participants, with its key proposals highlighted.

##### Proposed Questions and Discussion Points

#### 1. Initial Reaction to HBN 11213

- a. What are your thoughts on the key points introduced under HBN 11213?

## **2. Optional Senior High School**

- a. If SHS is no longer mandatory, would you (or your child) still enroll in Grades 11 and 12? Why or why not?

## **3. Technical-Vocational Pathway under TESDA**

- a. Do you think transitioning the Technical-Vocational Pathway completely to TESDA will improve the employability of technical-vocational graduates?

## **4. University Preparatory Pathway (UPP) vs. 10-Year Basic Education**

- a. Do you believe the proposed UPP would better prepare students for higher education?
- b. Should the existing 10-year basic education curriculum be made sufficient to prepare students for tertiary education instead?

## **5. Introduction of an Honor's Examination for Grade 10 Completers**

- a. Do you agree with the proposal to introduce an Honor's Examination as an alternative pathway for Grade 10 completers to enter tertiary education? Why or why not?

## **6. Equity in Education**

- a. Do you think the proposed reforms under HBN 11213 will lead to a more equitable education system?

## **7. Unintended Consequences**

- a. What are the potential concerns or unintended consequences that should be considered under the proposal?

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HOUSE OF REPRESENTATIVES

H. No. 11213

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BY REPRESENTATIVES ROMULO, MACAPAGAL-ARROYO, DALIPE, CO (E.), ALBANO, SAULOG, ZAMORA (M.C.), BOSITA, ESCUDERO, PADIERNOS, RODRIGUEZ (E.), HERNANDEZ, PUMAREN, PLEYTO, CHAN, MERCADO-REVILLA, MARIANO-HERNANDEZ, TALLADO, GARCIA (D.), FRESNEDI, NISAY, CO-PILAR, LIBANAN, SOLON, ROQUE, TARRIELA, PALMA, QUIMBO, CASTRO (F.), EMANO, AQUINO, AMATONG, ABUNDA, CARL, PLAZA, RAMA, COLLANTES, MIGUEL, CABREDO, GATO, BORDADO, VIOLAGO, ACIDRE, DEL MAR, GARCIA (M.A.), GO (M.), GARCIA (A.), RODRIGUEZ (R.), SALO, ESPINA, PANALIGAN, TAN-TAMBU, OUANO-DIZON, ALONTE, DY (I.P.), KHONGHUN, ARENAS, DY (F.M.C.), EUEDELA, RILLO, MATUGAS, ORTEGA, ROMUALDO, MANQUIZ, SUAN, CRUZ (A.), LUISTRO, ALMARIO, VERZOSA, SILVERIO, RIVERA, BOLILIA, VILLAFUERTE (L.R.) AND CASTRO (J.)

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AN ACT

PROVIDING EDUCATION PATHWAYS FOR BASIC EDUCATION STUDENTS, AND APPROPRIATING FUNDS THEREFOR

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

1           **SECTION 1. Short Title.** – This Act shall be known as the “Education Pathways Act”.

2

3           **SEC. 2. Declaration of Policy.** – It is the policy of the State to protect and promote  
4 the right of all citizens to quality education at all levels and shall take appropriate steps  
5 to make such education accessible to all. The State shall further establish, maintain,  
6 and support a complete, adequate, and integrated system of education relevant to the  
7 needs of the people and society.

8

9           To this end, the State shall ensure opportunities for Filipinos, regardless of age,  
10 background, ethnicity, disability, and association, to attain their maximum potential and  
11 enhance their employability by establishing inclusive education pathways that empower and  
12 equip the learners with the competencies that are necessary for college or employment.

13

14           **SEC. 3. Education Pathways for Completers of Junior High School.** – Upon completing  
15 Junior High School, the students shall choose between two education pathways:  
16 the University Preparatory Program under the Department of Education (DepEd) or the  
17 Technical-Vocational Program under the Technical Education and Skills Development  
18 Authority (TESDA).

19

20           **SEC. 4. Career Guidance and Assessments of Students.** – Career guidance and  
21 counseling services, including aptitude and interest assessments to assist in selecting



1 appropriate paths, as provided in Republic Act No. 11206, or the "Secondary School  
2 Career Guidance and Counseling Act", shall be indispensable and crucial in aiding  
3 the students to make informed decisions about their preferred educational pathway.  
4

5 The DepEd shall administer various relevant assessments, including Early Language,  
6 Literacy and Numeracy Assessment and National Achievement Tests, to all elementary  
7 and secondary students across all levels. These assessments aim to evaluate their  
8 competencies and strengths. The results must be communicated to the students and their  
9 parents or guardians to provide them with ample time to consider their educational and  
10 career paths. These results shall also serve as a guide to the DepEd and teachers in adjusting  
11 and refining their teaching approaches to enhance effectiveness in student learning.  
12

13 The DepEd, TESDA, Commission on Higher Education (CHED), Department of  
14 Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of  
15 Information and Communications Technology (DICT), Philippine Chamber of Commerce and  
16 Industry, Employers Confederation of the Philippines, National Economic and Development  
17 Authority (NEDA), and other concerned agencies shall develop a system or a portal where  
18 students can access data and information concerning higher and technical education, current  
19 career and industry trends and demands, and other tools that will guide them in their  
20 educational and career choices.  
21

22 **SEC. 5. *University Preparatory Pathway.*** – The DepEd shall develop and implement  
23 a comprehensive curriculum for Grades 11 and 12 that prepares students for admission  
24 to colleges and universities.  
25

26 This curriculum shall encompass fundamental subjects to improve and guarantee  
27 that students acquire functional literacy and practical skills, and elective courses to allow  
28 students to explore their interests and meet college and university admission requirements  
29 of their chosen degree.  
30

31 The DepEd shall include the University Preparatory Pathway in its education  
32 roadmap and collaborate with the CHED, colleges, and universities to guarantee alignment  
33 between the curriculum and college admission standards. Colleges and universities  
34 must ensure that students can easily obtain information about their program of study  
35 or curriculum guide to adequately prepare for their college studies.  
36

37 **SEC. 6. *Technical-Vocational Education Pathway.*** – TESDA and the industry boards,  
38 partners, experts, and practitioners, including micro, small and medium enterprises,  
39 shall develop a variety of technical-vocational programs based on an industry-driven and  
40 industry-approved standards designed to equip students with practical skills and  
41 competencies that are at par with industry requirements. These programs must lead  
42 to a diploma or a higher national certificate level. The standards of these programs must  
43 further ensure that students acquire functional literacy skills to guarantee their employability  
44 upon completion of their chosen program and undergoing the necessary assessment  
45 for certification.

1 To effectively implement the programs, TESDA and its accredited Technical Vocational  
2 Institutions must have a sufficient number of partner enterprises to ensure that the standards  
3 and training for these programs are aligned with current industry needs and requirements.  
4 This collaboration shall include the conduct of a review and evaluation of the standards every  
5 three (3) years to maintain its relevance and responsiveness to the prevailing trends in the  
6 industry. For TESDA to undertake the prompt issuance of training regulations or competency  
7 standards, whichever is applicable, for new and emerging skill sets, they shall likewise  
8 strengthen existing industry boards and establish within two (2) years from the effectivity of  
9 this Act industry boards for sectors without one.

10  
11 In the development and issuance of training regulations or competency standards,  
12 TESDA and the industry boards shall focus on higher-skill level and diploma programs.  
13

14 TESDA shall give preference to enterprise-based training programs for National  
15 Certification levels III and IV, Philippine Qualifications Framework level 5, and new and  
16 emerging skills for technical-vocational learners to enhance their skills and knowledge  
17 according to industry needs to encourage industry stakeholders to provide enterprise-based  
18 training, apprenticeship opportunities, and skills development.  
19

20 The assessments and certifications of students under public technical-vocational  
21 institutions and TESDA-funded programs shall be free of charge. TESDA shall implement  
22 a system that provides subsidies to students in private education, industry, or enterprise  
23 for their assessments and certifications by their economic standing. No student who failed  
24 at least three (3) times may avail of the free or subsidized assessment and certification.  
25

26 **SEC. 7. Honors Examination.** – The DepEd, in consultation with the CHED, shall develop  
27 and administer an advanced placement exam, to be taken voluntarily by Grade 10 students  
28 in the University Preparatory Pathway, in order to assess their aptitude and readiness  
29 to advance to a college degree.  
30

31 This advanced placement exam shall give students a grade which shall correspond  
32 to their level of proficiency and determine their eligibility to enroll to their chosen degree  
33 in a college or university.  
34

35 Students who successfully pass the advanced placement exam shall be considered  
36 graduates of senior high school without the need to finish Grades 11 and 12, and shall be  
37 allowed to enroll in their chosen degree the following school year, subject to other  
38 requirements that colleges or universities may impose.  
39

40 **SEC. 8. Availment of the Ladderized Education Program under Republic Act**  
41 **No. 10647.** – Upon completion of the full technical-vocational program, the student may  
42 enroll in colleges or universities and avail of the ladderized education program for educational  
43 advancement. The CHED and TESDA shall strengthen existing policies and implementation of  
44 programs for the accreditation and recognition of prior learning of students.  
45

46 **SEC. 9. Scholarship Programs.** – To ensure that the two educational pathways are  
47 accessible to a broad range of students, the DepEd and TESDA shall maintain an educational

1 support program including scholarships for their respective students that properly and  
2 sufficiently addresses the accessibility and availability of the pathways to the marginalized  
3 communities and learners.

4  
5 The DepEd and TESDA shall continue to make available to their respective students  
6 the scholarship programs currently implemented in their agencies.

7  
8 Scholarships in the Technical-Vocational Education Pathway shall be made  
9 available to learners with disabilities, indigenous learners, and those coming from  
10 marginalized communities.

11  
12 Prioritization shall also be given to students enrolled in programs with higher skill  
13 levels or urgently needed by the industries.

14  
15 **SEC. 10. Program Evaluation.** – The DepEd and TESDA shall regularly assess and  
16 evaluate the effectiveness and quality of their respective education pathways. The findings of  
17 these assessments and evaluations shall be utilized to implement essential enhancements  
18 and modifications to ensure that the curriculum remains relevant to society.

19  
20 **SEC. 11. Support from Other Government Departments and Agencies.** – The CHED,  
21 DOLE, DTI, DICT, Department of Agriculture, Department of Science and Technology, NEDA,  
22 Philippine Qualifications Framework National Coordinating Council, Department of Budget  
23 and Management, and other related agencies are hereby mandated to extend the necessary  
24 support and resources towards the effective implementation of this Act.

25  
26 **SEC. 12. Transition Provisions.** – The DepEd and TESDA shall develop and refine their  
27 respective curriculum and standards to ensure that such are highly relevant and aligned with  
28 the current and future needs of society and industry, including emerging technologies, skills,  
29 and workforce demands.

30  
31 To ensure the effectiveness of the newly developed curriculum and standards,  
32 an initial implementation phase for three (3) years shall be conducted in a selected number  
33 of schools from different regions, socioeconomic conditions, and both urban and rural  
34 settings to be determined by the agencies. The DepEd and TESDA shall conduct  
35 comprehensive assessments during this pilot phase to evaluate the effectiveness of the  
36 curriculum and standards in preparing the students for university and college or the  
37 workforce, and ensuring that it meets the intended goals. The assessment shall be accessible  
38 to the public and may undergo independent or third-party review. The DepEd and TESDA shall  
39 refine and enhance their respective curriculum and standards after considering the feedback  
40 from various sectors and roll out the final curriculum and standards within one (1) year from  
41 the assessment.

42  
43 Upon attaining the qualification standards, the teachers and instructors under  
44 the current Technical-Vocational Track of the Senior High School of the DepEd shall be  
45 given preference in hiring of instructors and teachers by the TESDA for the implementation  
46 of this Act.

1           **SEC. 13. Appropriations.** – The amount necessary for the implementation of this Act  
2 shall be included in the respective budgets of DepEd and TESDA in the annual General  
3 Appropriations Act.  
4

5           **SEC. 14. Joint Congressional Oversight Committee.** – There is hereby created a Joint  
6 Congressional Oversight Committee (JCOC) to monitor and oversee the implementation of  
7 the provisions of this Act. The JCOC shall be composed of five (5) members each from the  
8 Senate and from the House of Representatives, respectively, including a member of the  
9 minority from each chamber, to be chaired jointly by the chairpersons of the Committees on  
10 Basic Education of both the Senate and the House of Representatives. The four (4) other  
11 members from each chamber shall be designated, respectively, by the President of the Senate  
12 and the Speaker of the House of Representatives.  
13

14           **SEC. 15. Implementing Rules and Regulations (IRR).** – Within ninety (90) days from  
15 the approval of this Act, the DepEd, TESDA, and CHED shall, in consultation with other  
16 concerned stakeholders, formulate and issue the rules and regulations implementing the  
17 provisions of this Act.  
18

19           **SEC. 16. Separability Clause.** – If any part or provision of this Act is held invalid  
20 or unconstitutional, other provisions not affected thereby shall remain in force and effect.  
21

22           **SEC. 17. Repealing Clause.** – Section 4 of Republic Act No. 10533, or the “Enhanced  
23 Basic Education Act of 2013”, is hereby amended to remove the compulsory requirement for  
24 Senior High School in basic education.  
25

26           All other laws, orders, and rules and regulations contrary to, or inconsistent with the  
27 provisions of this Act are hereby repealed or amended accordingly.  
28

29           **SEC. 18. Effectivity.** – Notwithstanding the non-issuance of the IRR, this Act shall  
30 take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of  
31 general circulation.

Approved,